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IMPLICATIONS FOR THE DEVELOPMENT OF THE INDIVIDUAL THROUGH TEACHER TRAINING IN ENVIRONMENTS WHERE THERE ARE UNIVERSAL PROCESSES OF DEVELOPMENT, MEDIATED BY VIRTUAL INTERACTIONS

Abstract

The substantive question of this study is how to develop teachers, and for what, without falling into traditional patterns of behavior, but also without losing one's sense of direction and producing a kind of informational bulimia, where knowledge is regurgitated and undigested. The transmission of information, confronts current training processes with the challenge of building signs and symbols when signals are no longer controlled by the traditional pedagogic devices, using the blackboard, the classroom and the teacher's body, but by information technology and communication, including screens, smart phones, audio devices and electromagnetic waves. The engagement with elements outside the school, whether hunger, technology, or a combination of both, or other factors, requires that the school no longer look inwards and consider itself in isolation, creating the production of subjectivities by the discipline and control classes, legitimized by means of information and communication technologies.

Introduction

The higher education system in Mexico is currently undergoing a problematic transformation so palpable that a dispute arises over the boundaries of higher education as a social institution. On the one hand are those who argue that it is an institution that seeks knowledge and the education of citizens, while on the other there are those who see it as a resource and a means of negotiation and interaction, which is presented as a factory of public skills, legitimized by private interests through technological and managerial processes, effectively driven by the demands of the market and profit, providing a consumerist education which engages with the global context.

The aims of the present paper are to describe, analyze and demonstrate the links with the information society, which are current elements in the higher education system of Mexico, and to suggest ways of moving forward. At the same time it seeks to highlight the social, subjective and technological levels, which are taken into account in creating educational opportunities, both in the public and in the private sectors of higher education, by adopting distance education models. Distance education is enhanced by global dynamics that anticipate future scenarios of educational development, creating media, and incorporating elements of transnational education.

Today higher education institutions adopt a blended approach, which is to say they adopt mediated subjectivities and action at a distance, using technologies in the global market for higher education in Mexico as a means of legitimizing citizen of

training. This has become training for students immersed in the culture virtual reality, where roles are continually redefined and invented, and there is some blurring between identities.

The market for higher education

It is possible to speak of an educational purpose, which means that the university reform is framed as a rational and bureaucratic emergence of specialized work. Such reform originates from the nineteenth century, where the educational system was closely related to the needs of industry, labour and daily activity, representing a certain pragmatism that seeks to relate the educational services provided by the universities with the more specific needs of the economy and society, taking advantage of the practical nature of individuals. This structure helped them to solve the problems of business and industry through means such as isomorphism, which legitimizes patronage relationships between students and educational institutions.

According Reading (1996) it is necessary to rearrange educational institutions, as the implementation of a mediated subjectivity makes them lose their essence as producers, protectors and universally agents in forming individuals and corporations on a bureaucratic model, stressing panoptic control.

Given this, there is no doubt that the school, as part of the system, cannot remain unaffected. It is necessary to rework the curriculum by introducing this new virtual content which is supported to complement educational processes, as Perez (1998) has observed:

The role of the school is to help citizens become more educated, responsible and critical, now that knowledge (in this case about the potential and the mechanisms of seduction and awareness of the mass media and new communication technologies) is a necessary condition for the conscious exercise of individual freedom and for the full development of democracy.

Approximations to a mediated subjectivity

Devices that create subjectivity

The transmission of information confronts current training processes with the challenge of building signs and symbols when signals are no longer controlled by the traditional pedagogical devices: the blackboard, the classroom teacher and the body, but by the array of mediating technologies, including screens, smart phones, audio devices and electromagnetic waves. The engagement with elements outside the school, whether hunger, technology, or a combination of both, or other factors, requires that the school no longer look inwards and consider itself in isolation, creating the production of subjectivities by the discipline and control classes, legitimized by means of information and communication technologies.

However, these developments require the creation of a virtual reality, created by the manipulation of electronic, computing and cybernetics as a control mechanism from inside and from outside educational institutions. A mediated figure is not media communication, but a set of technologies, or “action at a distance”, as claimed by Tarde (2004). Old technologies (the mass media) coexist with the new

(information) technology. From this point of view, “mediated” does not mean only that it comes from the media, but that it develops through a process of mediation, referred to by Rodriguez (2009), and the trend is for integration into a globalizing world, subject to demands of the state and the market.

Subjectivity is defined as a way of life that is culturally and socially constructed, which is produced by material practices that give life to these modes of life, bring subjectivity producing devices into existence as certain structuring practices that have an impact on a way of living.

One device of control and power that is prominent in educational provision is the media, as well as information and communication technologies, which as Duschatzky (2004) has argued do not exert their power over the subject who was previously assembled, but over the subject that they create. Hence the influence of mass media and ICT in creating subjectivity, based on a constructivist epistemology of language, hegemony of the support-screens, organizing a complex spatio-temporal and perceptual-cognitive condition of life.

Therefore, “The dominant subjectivity is not institutional but mass mediated” (Lewkowicz, 2004). Speaking at a global level, we understand that the rules are not merely normative and knowledge, but arise in subjectivation through the rules of image and opinion, which make it possible to talk of a society of spectacle, as an impersonal education, semiotics domesticated by the reading of images, rather than the reading of letters. We experience the media by means of information and communication technologies, on which our educational system is currently based, especially when higher education is managed by two consortia of communication in our country.

Castells (2006), in *The Network Society*, aims to cross over this divide between noun and adjective, and suggests that, rather than virtual reality, we should speak of real virtuality. This expression is intended to highlight the contrast between a reality “lived”, not shown, and one that would become the reality of representation itself.

For this, you need to be able to differentiate between what composes and symbolizes the mediated world and that which does not. In a mediated world, what happens at any time and space is lived. In the mediated world experience is not required, and not even presence is necessary. The radio, as media tool, relates what is happening to millions of people, even if they are not paying attention. Television, like radio and film, is recordable and reproduces records in a way that is traditional for the media. Turning to the present situation, digital media attach and place materials and information (virtual platforms) to be studied by a whole population, and students are globalized and depersonalized in the distance education and training processes.

Components of the mediated subjectivity

In this sense, the media world, real virtuality or the show, are names of a compression of space and time (timeless time and the space of flows) in which the subjects and students no longer move. It is almost an inner journey, without movement, to the substance of the representation. Hence we are justified in talking about virtual universities, distance learning classes, executive bachelor degrees, processes and procedures that make it possible to digitize and globalize a commodity exchange of educational services, through remote monitoring (de-

territorialization) by governments permitting them an alleged autonomy as institutions of higher education.

It is, therefore, important to summarize the components of subjectivity in relation to media in higher education. Education is confinement, discipline and surveillance, shaping development, controlling societies, shaping, training and information, space, time and body, in the control of societies and mediated subjectivity. This bringing down to earth is intended to demonstrate how social change, the product of globalizing phenomena, among which is the “education crisis” that is currently seeking to trans-nationalize education by means of new social dynamics, technology flows and their subjective effects, makes it possible to answer the question: How should we evaluate the power of higher education in the information age?

Today the demand is not only for education, but for trained personnel, which requires making changes to courses, changes to problems and skills, to talk about the information age, noting that digital technologies effectively play the role of surveillance and panoptic mechanisms, in the control of a company, only cheaper and more remote. New and future professionals are supported in a learning process based on “competence” and “virtual artifacts”, looking not so much at historical development, but at a permanent, global ordering of information and communications that empower the trans-nationalization of higher education, spreading homogenous schemes, which are distorted by a local or national community, to make way for a busy multiculturalism, supported by social relations and subjective media.

Therefore, the technologies can enhance trends, transforming them into something equal to or different from that imagined at the time of its creation, through social use. It is not enough to refer to this use to bypass concerns. The crisis in the concept of training, teaching and learning in modern times is correlated with the emergence of the information technology revolution. In turn, this revolution intensifies the scope of the show, because it leads to the possibility of infinite representation (synthesis of images and sounds, convergence of new and old). And in doing this, the crisis reaffirms the concentration on training.

From this point of view, the information is the name of a process of transformation (of Western societies into capitalism itself). Technologies are both an expression and empowerment, which pivot between the control of societies, general appearance and mediated subjectivities. As noted Berardi (2006), communication technologies have changed the context of human critical thinking in which we find paradigms of modern humanism.

Conclusion

Therefore, one can locate subjectivities in the culture of schools, including through their practices, knowledge and representations, produced and reproduced as part of the everyday life of the institution. Considering that the new subjectivities are based on media in education, following from the modelling of the set of practices, knowledge, and social representations that operate through the mass media and the new (and not so new) communication technologies.

It is increasingly clear need to understand the diversity and plurality as well as singularity in the different areas of endeavour in education, understanding that we

are sheltered by an information age that connects to a modern higher education system, depending on state requirements and on the market, which responds to globalizing processes based on relations of power and domination, that are hidden behind the legitimating argument that relations within institutions are the result of targeting criteria of efficiency directed to groups in society that want to bring about economic modernization.

So, to fall into subjective practices in education implies practices that are not regulated or controlled, much less certified by internal or external agencies of the school culture. The client-learner does not stop being a figure-medium, individualized and standardized by the technology of the solidarity of mediation.

Previously, educational subjectivities ended with the moulding, the search for knowledge through science, memory and knowledge. Today media subjectivity replaces those traditional elements like the blackboard in a classroom, to inventory information through the image and perception, highlighting the following question: How do we link the established and learned teacher with the student-user who is globally mediated? And, therefore, Who teaches whom?

The proposal emerges in search for a social balance that allows further preservation of the traditional educational scheme, supported by information and communication technologies, which use, not merely for administrative, commercial and transnational purposes, but as a means to allow training to continue, consolidating universal individuals, through scientific knowledge.

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